Title III Directors Meeting

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Special Populations Unit

Office of Field Services

MICHIGAN
Department of
Education

Objectives of the session

- Clarify requirements
- Discuss common concerns
- Share updates
- Address questions.

English Learners' Achievement

- Trend analysis shows EL cohorts demonstrate small improvement in reading and math achievement in grade 5th *and* moderate improvement in reading at 8th grade

- ELs' proficiency in reading is higher than math

- Achievement gaps persist but are narrower in math than in reading in grades 5, 8 and 11

- Formerly English learners have demonstrated significant gains on State reading and math assessments and, oftentimes, outperformed their counterparts in general education classrooms (except for grade 11)

English learner & Immigrant Populations

- Number of ELs in 2014/15 was 88,000
- In 2015/16 it is 99,980 students
- Number of Immigrant students 2014/15 was 11,200; in 2015/16, it is 16,700, a 43% increase (19% immigrant exchange students and 24% immigrant)
- Staffing: 532 Endorsed teachers

Professional Learning 2015/16

- November 30- Introduction to WIDA ELD Standards (1 day), LCCW
- December 1-3- Unit Planning (3 days)- LCCW
- December 7-8- Formative assessment (2 days), LCCW
- Webinars for Unit planning and formative assessment
- Training of Trainers on Academic Language while infusing SIOP, June 2016
- Reunion of SIOP trainers, TBD (Spring, 2016)
- EL with Suspected Disabilities (Training of Trainer, TBD)

Training of Trainers- Checking progress

- To what extent is your Trainer (SIOP or Language & Literacy) provided an opportunity for training others?
- Is the coach/trainer coordinating efforts with school administrators?
- Is the coaching scheduled based on student achievement data?
- Is the coach/trainer conducting walkthroughs with the school administrators?

AMAOs- Updates

- Moving toward SGP versus scaled score growth
- Student progress is defined as a student growth percentile (SGP) at or above 50 on WIDA. Students are grouped into a cohort based on how they scored on last year's assessment.
- The SGPs describe, for an individual student, how he or she performed on this year's assessment compared to students in that cohort. For example, an SGP of 60 indicates that a given student did better on this year's assessment than 60% of the other students from that cohort

Proposed Targets

- 2014-2015   51 Student Growth Percentile (SGP)- TBD
- Deadline to submit MDE's proposed method is December 2015
- Applies to districts with at least ten (10) EL students

Proposed Targets

<u>AMAO 2 Targets</u>:

Proficiency is defined as WIDA Level 5 or 6 composite/overall performance level

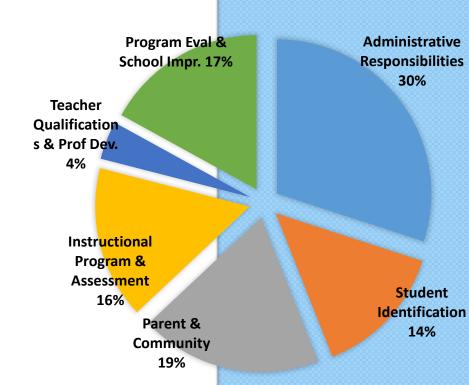- Applies to districts with at least ten (10) EL students

<u>Approved USED Targets</u>:

- 2014-2015   22% Proficient
- 2015-2016   23% Proficient

Top 5 Title III Findings:

1. Student Identification
2. Parent Outreach
3. Program Design
4. Effectiveness of Programs
5. Assessing ELs

2013-15 DISTRIBUTION OF CHANGE REQUIRED BY AREA TO TOTAL CHANGE REQUIRED

Pie chart:
- Administrative Responsibilities 30%
- Student Identification 14%
- Parent & Community 19%
- Instructional Program & Assessment 16%
- Teacher Qualifications & Prof Dev. 4%
- Program Eval & School Impr. 17%

Other Critical Title III Findings

- The district must ensure that a plan for use of Title III funds has been submitted.

- The district's educational program design must include provisions for ELs to meet state academic content and performance standards required of all students

- The district must have evidence that high quality professional development is available to the instructional staff of ELs, administrators and parents/community and that the plan is evaluated for effectiveness.

MSDS- Immigrant & LEP

- Due to changes in reporting requirements, CEPI is retiring the LEP/Immigrant Funding Participation & the LEP Exit Reasons within MSDS.

- The LEP Instructional Program characteristic will be used to determine what services a student is receiving.

- The LEP exit date will be used to determine a student is now proficient. If a student is graduating, the Enrollment Component Exit Date & Exit Status will be used to reflect exiting due to graduation.

LEP Languages & MSDS

Primary Language characteristic

- This is the child's native or first language. The student's primary or native language indicated on the home language survey.

- Allows only one language to be submitted within the characteristic

LEP Languages and MSDS

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MSDS and LEP Languages

Home Language characteristic

- This is the most often used language(s) in the home or the language(s) primarily spoken by those in the home.

- When English is student's Primary Language, you should report the student's home language

- Allows up to 3 languages to be submitted within the characteristic

LEP and Accountability

- If a LEP student transfers districts, the receiving district must submit the student in MSDS with the student's LEP information to maintain data accuracy for reporting and accountability purposes.

- Each and every student must be tested on the annual ELP (WIDA) assessment. Participation rate impacts AMAO/accountability measures

- MDE may enforce consequences

Foreign Exchange students- exit code

- For foreign exchange students, districts would use District Exit Status of 09 – Moved out of state in the Enrollment Component with the exit date..

- LEAs use the 09 when students and their parents/guardians physically move outside the original district of residence to another state or country. This code should also be used when a foreign exchange student left midyear to return to his/her home country.

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Coding students

- Question: I am not applying fro Title III funds. Do I need to uncheck the box for Title funds from all my LEP students?

- Answer: The Title III box in MSDS currently reflects eligibility rather than accepting funding, so there is no need to uncheck the box for these students. It is also my understanding that in future years, this will be removed from reporting.

Assessment of ELs

- Students should take the WIDA-ACCESS Placement Test (W-APT) *once.*
- WIDA must *NOT* be administered to FLEP students after they have been exited from program.
- *IMPORTANT* – failure to test children in all 4 domains adversely affects participation rate, AMAO results and may have other consequences.
- LEP with parent waivers from EL services **must be** tested on spring WIDA.

31a 'At Risk" are accessible to ELs

- 31a provides funding to eligible districts for instructional and direct non-instructional support services for students who meet the 'at risk' identification characteristics specified in the legislation.
- Criteria have been changed to include more students who may be at risk
- Use the 31a K-12 identification worksheet to list 31a pupils by criteria
- If, however, implementing schoolwide **reform**, all students may be served.
- Must provide, at least all of the MTSS elements listed in the legislation, for students placed in grades K-3
- 31a documents will be posted on the website by October 7 www.Michigan.gov/ofs

31a Accountability

- LEAs are required to identify 31a at-risk students in the Michigan Student Data System
- Program Participation eligibility code 3060 must be used to identify 31a at-risk using the criteria stated in the legislation and reflected in the identification work sheet (on OFS website).
- Students reported with code 3060 in any collection period will be considered 'at-risk' for Section 31a accountability calculation purposes.
- Students must be present at the LEA during at least two of the three collections.

QUESTION/

ANSWER SESSION

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